

# AcqDemo Contribution-based Compensation and Appraisal System (CCAS)

Briefing for:  
Supervisors and CCAS Faculty

Presented by:  
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March 2004

# Background

- CCAS implemented FY03
  - 38 Faculty total (at 9 different DAU locations)
  - 38 different methods for faculty contributions input
  - More guidance needed, for faculty inputs
- Developed additional guidance, based on:
  - Input from Human Resources Office, various CCAS faculty and supervisors, and Pay Pool Panel
  - Alignment with FY04 Performance Plan and DAU Strategic Plan
  - Approval by Deans and DAU president
- No changes to CCAS procedures or forms

## “FY04 CCAS Additional Guidance for Faculty” document

- Lists metrics / quantifiable contributions
  - Specific metrics for each of the six CCAS factors
  - Tried to make it “fair” for faculty who do or don’t carry a heavy teaching load
- Faculty contribution input - must include every metric that applies
  - There is a “standard place” on the CCAS appraisal form for each metric

# “FY04 CCAS Additional Guidance for Faculty” document

- Faculty aren't limited to these metrics
  - May add additional info under any factor
- This is “in addition to” previously published CCAS guidance
- Implement along with FY04 mid-year counseling - April 1st

# Factor 1: Problem Solving

- How many **new, improved, or updated course materials** did you write or develop? What were the course materials (short description)?
- If you were involved in any **major curriculum development / upgrade efforts**, discuss your involvement. What was the curriculum development effort (short description), and for what DAU course?
- How many **research products** did you publish, present, or develop? What were the research products (short description)?
- How many **rapid response items** or "short notice" classes were you involved in? What were the rapid response items (short description), and what was your involvement?

## Factor 2: Teamwork / Cooperation

- What **teams** did you participate (**including team teaching**)? What were the goals / purposes of each team? Give a short description of your involvement (for each team), and your contributions (for each team).
- List all **special projects and professional community contributions**, along with a short description of your involvement and contributions.
- List all **new courses that you were certified to teach**, during this fiscal year. List all **new DAWIA certifications** (including the level) that you received during this fiscal year. List all **new academic degrees and professional certifications** that you received during this fiscal year.

## Factor 2: Teamwork / Cooperation (Continued)

- List all **professional development** items that you completed (courses, research to increase your subject matter expertise or maintain currency, conferences, workshops, etc.).
- List all **rotational assignments** or training with industry, along with the length of the assignment, short description of your involvement, your contributions, and benefits gained.

# Factor 3: Customer Relations

- How many **performance support projects**, or DAU marketing efforts were you involved in? Who were the customers? Give a short description of your involvement, contributions, and accomplishments for each project.
- How many **consulting projects** were you involved in? Who were the customers? Give a short description of your involvement, contributions, and accomplishments for each project.
- How many **knowledge management** projects or efforts, were you involved in? Give a short description of your involvement, contributions, and accomplishments for each project.



## Factor 3: Customer Relations (Continued)

- How many **new DAU short courses or continuous learning modules** were you involved in developing? Give a short description of your involvement, contributions, and accomplishments for each project.
- List any **other customer assistance efforts** (such as Ask-a-Professor) that you were involved. Who were the customers? Give a short description of your involvement, contributions, and accomplishments for each project.

# Factor 4: Leadership / Supervision

- List all **leadership / supervision positions** you held, including the following: Course Manager, Course Manager's Regional Representative, Course Liaison, Department Chairman, lead instructor (for how many classes?), professional community leadership (what position or project?), project lead or team lead (for what project or team?), mentor (for how many instructors?), etc.
- For each of the above leadership / supervision positions, give a short description of your major duties, responsibilities, accomplishments, etc. Note: For leadership activities involving customers or organizations external to DAU, who are the customers and organizations?

## Factor 5: Communications

- **List each course you taught** during this fiscal year. (For example ACQ 101, SYS 201A, SYS 201B, etc.)
- State your **Customer Satisfaction Rating**, for both your traditional classroom classes, and your on-line teaching classes. For example, "My Traditional Classroom Customer Satisfaction Rating was 98%."
- State **how many total sections (classes)** you taught, for both your traditional classroom classes, and also your on-line teaching classes. State how many students submitted student evaluations, for both your traditional classroom classes, and also your on-line teaching classes. For example, "I taught 12 (traditional classroom) classes, and 300 total students filled out a student evaluation."

## Factor 5: Communications (Continued)

- What specific **actions** did you take, **to encourage student interest and participation, and improve student learning?** (For example, guest speakers, demonstrations, etc.)
- If room is available on this form, quote **student comments** (or other customer comments) **that mention you by name.**

# Customer Satisfaction Ratings

- EOC student evaluations, for the questions pertaining to faculty:
  - % of students who answered “strongly agree”, “agree”, or “needed no help”
  - Four questions (traditional classroom classes): Were the faculty knowledgeable, effective teachers, effective classroom management techniques, provided help when needed
  - One question (distance learning classes): Did faculty provide help when needed

# Customer Satisfaction Ratings

- Faculty calculates their own Customer Satisfaction Ratings
  - Must have supervisor's approval for each student evaluation they "toss out"
  - Must be a good reason, to "toss out" an evaluation. For example, professor had "poor classroom management" and student comment said "classroom too hot"
  - Supervisors should review all student evaluation data and comments, for their employees.

# Customer Satisfaction Ratings

- Faculty I surveyed, had differing opinions concerning Student EOC eval results as a CCAS metric
- Some faculty strongly opposed this
  - “Inappropriate for student opinions to affect faculty pay”
  - Team teaching - Students don’t evaluate faculty separately
  - Some faculty might “teach towards their evals”

# Customer Satisfaction Ratings

- Deans, Supervisors, HRO thought EOC survey results should be a CCAS metric
  - Therefore we are including “Customer Satisfaction Ratings” metrics
  - The only metric we currently have to measure teaching quality
  - “Faculty with the highest teaching quality, tend to have the best student EOC evaluation ratings”
  - DAU goal is 90% or better Customer Satisfaction Ratings **(goal is not 100%)**



# Calculating Ratings for Traditional Classroom Student Evaluations

1. Get your immediate supervisor's approval for each (individual) evaluation that you want to "toss out".
  - There must be a good reason to "toss out" an evaluation.
  - Example of a good reason: The student indicated the professor had "poor classroom management", because the classroom was too hot or too small.
2. Add up the total number of students who answered questions 16 through 19.

For example  $300 + 300 + 300 + 300 = 1200$

# Calculating Ratings for Traditional Classroom Student Evaluations (Cont.)

3. For questions 16 through 19, add up the total number of students who answered "strongly agree", "agree", or "needed no help".

For example  $294 + 296 + 291 + 295 = 1176$

4. Divide the total students who agreed (step 3), by the total students who answered the questions (step 2). Multiply that result by 100, to convert to a percent. The result, is your "Customer Satisfaction Rating".

For example  $[(1176/1200) \times 100] = 98\%$   
Customer Satisfaction Rating

# Calculating Ratings for On-Line Teaching Student Evaluations

To calculate your FY04 Customer Satisfaction Rating, for your (on-line teaching) student evaluations:

1. Get your immediate supervisor's approval for each (individual) evaluation that you want to "toss out". There must be a good reason to "toss out" an evaluation.
2. Add up the total number of students who answered question 11. (For example, 400 students total.)
3. For question 11, add up the total number of students who answered "strongly agree", "agree", or "did not require help". (For example, 396 students.)

# Calculating Ratings for On-Line Teaching Student Evaluations (Cont.)

4. Divide the total students who agreed (step 3), by the total students who answered the questions (step 2). Multiply that result by 100, to convert to a percent. The result, is your "Customer Satisfaction Rating".

For example  $[(396 / 400) \times 100] = 99\%$  Customer Satisfaction Rating

5. For PMT 250, use results from question 14, instead of question 11. (It is the same question; it just has a different question number.)

# Factor 6: Resource Management

- State your **total number of direct teaching hours**, for this fiscal year. (Direct teaching hours only includes the number of hours you actually spent teaching. It doesn't include travel, preparation, class admin, etc.)
- State the **total number of students** you taught during this fiscal year, for both traditional classroom classes, and also for on-line classes.

## Factor 6: Resource Management (Continued)

- If you were involved in any **cost reduction efforts, efficiency improvement efforts, or efforts to improve workplace effectiveness**, discuss your involvement. What was the effort (short description), and how much money was saved / how much improvement in efficiency or effectiveness was obtained?
- If you were responsible for bringing any **"fee-for-service" money** into DAU, state the dollar amount, and identify the customer organization.

# For Additional Information or Questions:

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